DeJesus, Kettely

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Dr. SA O’Connor-Petruso

**Statement of the Hypothesis:**

The National Assessment of Educational Progress (NAEP) reported in November, 2011 that at grade 4, the average reading score in 2011 was unchanged from 2009 but 4 points higher than in 1992. At grade 8, the average reading score in 2011 was 1 point higher than in 2009, and 5 points higher than in 1992. Reading comprehension still remains a problem for students. The percentage of American students who have difficulty with reading comprehension in fourth-grade and beyond remains high even though there has been a recent emphasis on comprehension research and teaching. In the fourth grade, students’ reading comprehension remained unchanged from 2009, but improves at grade 8.

**Hypothesis:**

It is obvious that our students can use some explicit instruction in reading comprehension. Reading comprehension interventions can be implemented across various reading events, and applied in all content areas. By integrating such interventions as the Collaborative Strategic Reading and Previewing and Prereading into the activities within the literacy block (guided and independent reading), for fifteen minutes a day for a period of over five (5) weeks, at public school X, in Brooklyn, New York, the students of class X will increase their reading stamina, fluency and comprehension skills in reading. They will also increase writing ability.